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| **Action Plan for Learning** | |
|  | **School Name: Central Community School** |
| **School Goal: Social Emotional Learning** |
| **School Year: 2019-2020** |

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| Goal / Inquiry  Student learning | To use strategies and structures of self-regulated learning to enhance growth in SEL development and student enjoyment of literacy. |

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| Rationale  1-3 reasons for choosing goal | Central teaching and support staff have observed over time an inability of many students to effectively identify, manage and express emotions in a socially appropriate manner. Many students exhibit challenges with focus, anxiety and regulating conduct. We believe that:   * social and Emotional Learning needs to be explicitly taught in order for students to be successful. * building students’ capacity as self-aware and self-reflective learners is the first step to teaching independent problem-solving and resiliency. * there is a direct correlation between Social Emotional well-being and student achievement.   As a result, we feel a continued focus on SEL is crucial, and we believe it will continue to have a positive impact. Our goal is to see our students more regulated and focused while at school. By taking care of the SEL needs of students, we feel they will be better able to attend to academics and social situations independently. |

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| References and sources to support actions | * 18/19 MDI report |
| Backup Documentation | [**..\Desktop\MDI\MDI-SchReport-2018-19-SD43-CentralCommmunity.pdf**](file:///C:/Users/kmcmeiken/Desktop/MDI/MDI-SchReport-2018-19-SD43-CentralCommmunity.pdf) |

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| Planned Actions  Continuing practices working well (1-3)   * What will we do differently? (1-3) * How will we provide for staff development and collaboration? * How will we involve parents? * How will we involve students? * How will we monitor progress and adjust actions? | Continued Practices / What We are Doing Differently   * Adoption of “Engagement Process” initiative, with the support of the Inclusion Support Team. Staffing was provided in the form of a parti-time Youth Worker, whose mandate was to build relationships with the families whose children were chronically absent / tardy in the past, to determine reasons, pay home visits, offer solutions. And when children arrived late, no judgment made, and instead a welcoming, accepting response * Emphasis on Building Community within classrooms, between classes, on grade teams, between school levels (ex. Buddies), in the programs we are promoting (ex. Breakfast Program, Fitness Friday, Stream of Dreams) * Selection of monthly school-wide foci in an effort to bring our entire school community together. In 2018-2019 these included:   September – New beginnings  October – Thankfulness  November – Remembering  December – Giving  January – Goal Setting  February – Performing Random Acts of Caring and Kindness  April – Protecting the Earth  May – Perseverance  June – Finishing Strong   * Growth of the Breakfast Program to a more visible space (gym), and including students, siblings and caregivers. Ensuring all kids have an opportunity to eat at the start of the day. * By adopting a format in our monthly assemblies that was more student-centred and an agenda that was more focused and intentional * Installation of a sensory wall and sensory pathway in high traffic area * Promotion of mindfulness or “Mind Up” * Utilization of Sensory / Self-Regulation Room daily, with scheduled times arranged in addition to on an as-needed basis * Employment of self-regulation and settling strategies in classroom, including the use of fidgets, body breaks (cards), and other regulation strategies * Use of creative scheduling (ex. Soft starts first thing and after less structured recess and lunch time play) * Use of alternative work spaces (quieter, private) when needed, including alternative “lunch club” locations (ex. Student Services and Youth Worker rooms) * Promotion of healthy lifestyles, with the continuation of Fitness Friday and the introduction of the Fruit and Veggie program. * Reading books that support skills associated with social-emotional learning   Involving Students   * Students will continue to self-assess their zones of regulation and learning how to regulate * Use of Circles and class meetings as means of checking in, sometimes for restorative work as well, in Kindergarten use of the “Peace Table” * Incorporation of friendship / social skills groups, run by counsellor / Youth Worker, based on teacher recommendation * Use of buddy programs, both within Central (ex. Intermediate class with primary class) and between Central and Riverside Secondary. * Growth of student leadership program, building connectedness with kids, and providing opportunities for students to develop peer mediation skills (ex. Playground Ambassadors) * Offering input into revamped Central School Code of Conduct “Central CARES” * Offering opportunity for design of Custom Planner Covers * Collecting input regarding playground equipment priorities in preparation for our government grant for a new accessible playground   Involving Parents   * Parents are continually informed regarding SEL – newsletters, weekly emails, teacher interactions, PAC Meetings etc. * Input from parents encouraged regarding revamped Code of Conduct and playground priorities * Attendance encouraged at school events: ex. Fitness Friday, monthly assemblies, Coffee with the Principal |
| Backup Documentation | [..\..\2018-2019\Planners\Planner Insert Final\Central Community School Custom Planner Cover 2019.pdf](C:\\Users\\kmcmeiken\\Desktop\\2018-2019\\Planners\\Planner Insert Final\\Central Community School Custom Planner Cover 2019.pdf) |

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| Documentation of learning  Key evidence of change   * How did your actions make a difference? * Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal. * Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc. | By adopting a Community Building focus, we are looking to adopt programs, plan events that help build community at Central. Building Community and connectedness is an important step towards supporting our school’s SEL goal. Thes Community Building programs include but are not limited to:   * Breakfast Program for community * Fitness Friday * Stream of Dreams – painted salmon/turtle mural * Pancake Breakfast with Santa * Community Celebration – fall 2019 * Monthly Assemblies – parents and caregivers encouraged to attend   Evidence   * Parents / caregivers, staff and students have provided anecdotal feedback regarding Central as having a truly community feel. * Families feel involved in the school community. They have commented that Central is a safe and welcoming place to learn. * TTOCs and casual support staff who work at Central often comment on the warm, friendly and accepting feeling in the school. There is a community culture at Central. * While management concerns are a reality of working with youth, ongoing, significant concerns are limited to only a few students. * Self-regulation room has had an immediate impact on several students who have previously struggled with regulation both in class and on playground. * The best information comes from teacher and EA feedback regarding student’s ability to regulate and handle conflict. * Investment of money in releasing teachers for our twice-annual class reviews, provides information regarding trends in student regulation from one review to the next. * Students continue to be provided with opportunities to self-assess on their learning, on how they are feeling, on the Core Competencies. * MDI report also validates our SEL progress |
| Backup Documentation | [Student Learning Survey Results Spring 2019 CENTRAL.pdf](C:\\Users\\kmcmeiken\\Desktop\\APL\\2019-2020\\Student Learning Survey Results Spring 2019 CENTRAL.pdf) |

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| School Community Engagement Process   * How did you engage parents, teachers, students & support staff in developing your APL? * How did you share your APL goals with parents, teachers, students & support staff? | * Teachers and support staff are engaged during staff meetings, team leader and collaboration time meetings, Pro-d days. * Parents are engaged through regular newsletters and PAC meetings, and in regular conversations with teachers, support staff members and the principal by maintaining a visible presence in and around the school at drop off and pick up time. * Students are involved in daily discussions with teachers, EAs and other staff in the building regarding regulation and practices * The APL goals are developed through discussions with parents and staff. The finalized APL is posted on the website and sent to staff via email and given in their welcome back package. |
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| Reflection Highlights   * Where are we now? * What are some patterns emerging? * What surprised you? * What conclusions / inferences might you draw? * How does this inform potential next steps? | A majority of classes at Central Community School create their own charters.  Many staff members feel satisfied with the way students are self-regulating in classrooms for the most part. Where there appears to be the desire to focus energy is strategizing about combatting student dysregulation during outside time. This could start with the development of a whole school language, perhaps around our revamped Code of Conduct “Central C.A.R.E.S.”, and the adoption of strategies like those promoted in the WITS program. We will continue to work on our focus of Building Community at Central, of fine-tuning our current regulation practices with respect to supporting students, and we will work at fostering student enjoyment of literacy in the ways outlined immediately below. |
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**(Delete this section if Literacy is your main goal)**

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| **Literacy Data**  Attach the following:   * Classroom Assessment * School Assessment * FSA results | Our school has committed to participating in the Faye Brownlie workshop series on Elementary Literacy and Assessment in the coming school year.  We will continue to encourage engagement in literacy for enjoyment in a variety of ways, including:   * creating cozy environments in our classrooms for silent reading opportunities * implementing school-wide literacy activities such as Camp Read * promoting School-Wide Activity Team events where engagement in literacy for enjoyment is the focus * utilizing technology (ex. Ipads, Lexia) for our most struggling readers and dictation software for those with written output challenges.   [**Classroom Assessment Based on Teacher Judgment Spring 2019.pdf**](file:///C:/Users/kmcmeiken/Desktop/APL/2019-2020/Classroom%20Assessment%20Based%20on%20Teacher%20Judgment%20Spring%202019.pdf) |

Signatures

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| School Name: | School Goal: Social Emotional Learning | School Year: 2019/2020 |

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| Title | Name | Signature |
| Principal |  |  |
| Assistant Superintendent |  |  |

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| Print this page, have it signed by Principal & Assistant Superintendent, scan it and attach it here |  |